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UNITED NATIONS

DEVELOPMENT

PROGRAMME

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DP/PROJECTS/7329

ENGLISH

APPROVAL OF UNDP ASSISTANCE TO A PROJECT OF BANGLADESH

GO DEPT.

IPF:(1992-96) $163 172 000

(BGD/92/009) - Educational Information and Management

Date of approval by the AC:[1]	15 July 1992
Expected duration:	Five years
Proposed executing agent:	Government
Government implementing agent:	Ministry of Education, Bangladesh Bureau of Educational Information and Statistics (BANBEIS), Planning Cell, Ministry of Education (MOE-PC), National Academy of Educational Management (NAEM), General Education Project, Project Coordination Unit, Directorate of Primary Education, Directorate of Technical Education Mass Education Programme
Proposed UNDP contribution:	$ 3 520 000 Source of funds: IPF
Total UNDP budget:	$ 3 520 000

Project background

The low adult literacy rate in Bangladesh (32 per cent) is a major factor in the underemployment and low productivity of the labour force. This is compounded by a labour force growth rate of 1.3 million per year and the level of poverty. Under these circumstances, it is imperative for Bangladesh to improve the efficiency of its educational system, and to tailor the delivery of educational services to meet the social and economic demands of the country and its people.

Presently, the primary and secondary education curricula, crowded with academic subjects is only relevant to the five per cent who complete high school. Students are tested and promoted solely upon their capacity to recall a large number of facts, which are predominantly unrelated to the needs of daily life.

Despite a sharp acceleration in primary school enrolment during 1985-90, primary schools and their teachers have remained stagnant in number, resulting in increasing student/school and student/teacher ratios. The present retention rate from primary to secondary schools indicates that the pressure on secondary schools is also likely to be considerable in the nineties. The task of balancing the distortions that may arise as a result of increased access to primary education and increased pressure of children and particularly of girls for secondary education needs to be addressed in the overall planning process in education.

The participation of girls in primary schools has considerably improved in recent years. The dropout rate is declining significantly faster than that among boys. While the rate of growth in literacy and the enrolment ratios during the last two decades have, on

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average, been rather low, the rate of growth in the participation and retention of female students at all levels of education, particularly at the primary level, has been quite remarkable, with the gross enrolment ratio of girls increasing from 47 per cent to 64 per cent during 1980-1990.

However, the rate of participation of women at higher levels of education and employment, including the teaching profession reveals a serious gender bias. There is an urgent need for deliberate interventions at the educational policy, planning and management levels to correct this bias. In support of the need to improve the efficiency of the education system, the General Education Project (GEP) launched by the Government in December 1990, grants equal importance to three major policy objectives. These include: (a) increasing equitable access to primary and secondary schooling, through a construction programme which will expand classroom capacity, as well as facilities such as laboratories and textbooks; (b) improving the quality of education through curriculum reform, teacher training, materials development and examinations reform; and (c) strengthening the management capacity of the primary and secondary sub-sectors and preparing future policies and projects to reform the structure and financing of higher secondary and post-secondary levels in education. GEP is supported by IDA, NORAD, SIDA, DGIS (Netherlands) and UNDP, with UNICEF and AsDB providing supplementary resources. Within GEP, UNDP was requested to support three interventions: Primary Education Reform, Secondary Education Reform (PA phase on-going) and the present Educational Information and Management.

The Government's commitment to the principles of Education For All has led to a number of policy reforms. These include universal primary education, compulsory primary education, free education for girls up to grade 8 and support to non-formal education from pre-primary to post-literacy.

Description of project

The immediate objectives of the project are to: (a) develop the national capacity to design effectively and efficiently design and implement a national educational survey and to analyse, publish and disseminate the findings; (b) strengthen the Bangladesh Bureau for Educational Information and Statistics (BANBEIS) as the national centre of the Educational Management Information System; (c) create and strengthen subsectoral Management Information Systems (MISs); (d) promote increased efficiency and effectiveness in the management and administration of the primary and secondary education subsectors; and (e) upgrade the National Academy of Educational Management (NAEM) for advanced training and research in the field of educational planning and management.

Inputs

UNDP will provide 36 work-months for a senior adviser, six work-months for a survey adviser, 24 work-months for a senior EMIS adviser, 24 work-months for a management training expert, two work-months for a management training consultant; two work-months for a materials development consultant, 204 work-months of national experts, direct support for a national school mapping survey; sub-contracts for software development; 130 work-months of fellowships, 30 study tours, large-scale in-country training for school mapping, management information, etc.; vehicles and technical equipment; printing costs for survey materials and miscellaneous costs.

Financial Data

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Personnel	2 002 600
Subcontract	86 500
Training	680 500
Equipment	631 300
Miscellaneous	120 000
Total	3 520 900

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DP/PROJECTS/7330

ENGLISH

APPROVAL OF UNDP ASSISTANCE TO A PROJECT OF BANGLADESH

IPF:(1992-96) $163 172 000

(BGD/91/022) - Reform of Higher Secondary Education

INDIANA UNIVERSITY

Date of approval by the AC:[1]	15 July 1992
Expected duration:	Five years
Proposed executing agency:	Government
Government implementing agency:	Directorate of Secondary and Higher Education (DSHE)
Proposed UNDP contribution:	$2 651 000 Source of funds: IPF
Total UNDP budget:	$2 651 000

Project background

Given the limited resources that Bangladesh can devote to Higher Secondary Education, which forms a crucial link in the provision of needed technical and professional expertise to spearhead further development, it is imperative for Bangladesh to improve the efficiency and relevance of the higher secondary education subsector to meet the socio-economic requirements of the nation. The higher secondary curriculum, crowded with academic subjects is only relevant to the minority of pupils who successfully complete higher secondary level and proceed to higher education.

In the light of growing social demand for secondary education and needs for middle management and technical personnel, there is an urgent need for the reform of the higher secondary subsector, in order to prepare the large majority of students who do not go into higher education to enter the job market through development of functional skills, render the curriculum more rigorous and relevant to the needs of society and away from the present emphasis on memorization of an irrelevant body of knowledge, improve the quality of teaching, and enhance the capacity of the DSHE for academic supervision and management. To this end the Government requested UNDP assistance under the present approval.

The above-mentioned project forms an integral part of the Government's General Education Project (GEP), financed by an AsDB loan of $55.7 million, and as such is reflected in UNDP's programme framework for the education sector.

Description of project

The immediate objectives of the project are to: (a) establish clear objectives for higher secondary education with emphasis on practical orientation for application of knowledge gained through academic subjects; (b) revise the HSE curriculum and improve teaching methods to render the teaching more relevant to the target population and establish links with the world of work; and (c) strengthen management and supervisory structures of

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higher secondary education through, **inter alia**, clarification of the respective roles of DSHE, Directorate of Inspection and Audit (DIA) and Board of Intermediate and Secondary Education (BISE) and appropriate training of key personnel in these institutions.

Inputs

UNDP will provide a total of 93 work-months of international consultants spread over 14 specializations stretching from curriculum support to management review and support, and 123 work-months of national expertise spread over a similar range of specializations, supplemented by subcontracts for action-oriented research studies, formal in-country training activities in the form of workshops and seminars and other information dissemination activities.

Financial data

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Personnel	2 340 000
Subcontract	160 000
Training	100 000
Miscellaneous	51 000
Total	2 651 000

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UNITED NATIONS DEVELOPMENT PROGRAMME

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DP/PROJECTS/7331

ENGLISH

APPROVAL OF UNDP ASSISTANCE TO A PROJECT OF CAMBODIA

IPF:(1992-96) $81 629 000

(CMB/92/020) - Preparatory Assistance for the Employment Generation Programme

Date of approval by the AC:[1/]	22 July 1992
Expected duration:	Six months
Proposed executing agency:	ILO
Government implementing agency:	Supreme National Council of Cambodia (SNC)
Proposed UNDP contribution:	$ 901 500 Source of funds: IPF
Total UNDP budget:	$ 901 500

Project background

An important element of the Cambodia peace process is the return, resettlement and reintegration of 'returnees' consisting of 377,000 Thai-border Khmers, 190,000 soldiers to be demobilized and 180,000 internally displaced persons, which is essential for the overall stability and security of Cambodia. In response to this need and to the Secretary-General's Appeal for external assistance during the transitional period in this regard, UNDP and ILO are presently preparing a comprehensive "Employment Generating Programme" addressing the needs of all Cambodians but focusing in the initial period on assisting the 'returnees' to find civilian employment opportunities following their resettlement.

Based on the results of a sample survey assessing the intentions and skills of the soldiers conducted by ILO in February 1992 and based on the recommendations of the UNDP-led Rural Integration Strategy (RIS) mission, it is felt that the Employment Generating programme should focus on the non-agricultural sector. Indeed, both the survey and the RID report concluded that many of the resettling populations will either choose to take-up non-farming activities or be forced to do so since inadequate availability of de-mined arable land is rapidly becoming a major constraint to resettlement. It will thus be necessary to equip the reintegrating populations with means and skills to compete and secure employment and a means of livelihood in the non-agricultural sector, and also to prevent an uncontrolled secondary migration movement to important urban centers.

The main constraints identified in hampering the ability of the reintegrating populations to find non-agricultural employment can be attributed to the lack of vocational and manual skills among the population, qualified personnel, updated curricula and modern teaching materials in the existing vocational training centers, qualified personnel in the

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management and operations of large-scale rehabilitation projects such as roads rehabilitation and irrigation repairs; and the non-existence of appropriate infrastructure to support the development of small-scale enterprises and of credit systems operating outside Phnom Penh. To address these constraints and meet the needs of a broad spectrum of the population, the Government requested UNDP assistance under the present approval.

Three separate components detailed in the Programme are as follows: (1) For those with few manual or vocational skills, a Labour-based Public Works project will provide immediate employment opportunities to a large number of idle workers and significantly improve the agricultural production through expanded irrigated areas, the health situation through increased water storage facilities, and the access to market and services through the rehabilitation of secondary and tertiary roads; (2) For those persons with some manual and or vocational skills, a Vocational Training project will offer 3 to 6 months intensive courses which will enable them to acquire employable skills (including self-employment) needed in the local economy and build on the already available substantial infrastructure in the area of vocational retaining by upgrading facilities and manpower at the National Training Centre in Phnom Penh, and existing provincial training centers in Battambang, Kompong Cham and Kampot; and (3) For those with a higher level of education, a Small Enterprise Promotion project will allow them to improve their managerial and business skills and provide training in management, advisory services on business opportunities and technology choices as well as administer small-scale credit loans made available by the provision of a revolving fund established under the project.

Description of project

The immediate objectives of the project are to: (a) help develop in more detail all the aspects of the Employment Generating programme and three separate project documents; (b) identify and specify UNDP and other donors assistance to each of the components; and (c) provide the necessary inputs to undertake essential preparatory work for the implementation of the main programme.

Project activities will include: (a) undertaking a publicity campaign aimed at increasing the awareness of the proposed Employment Generation Programme among potential beneficiaries, particularly the demobilized soldiers; (b) training 60 engineering supervisors, 16 engineers and 48 technicians for the management of the labour-based activities; selection and training of suitable national small enterprise promotion personnel; and (c) identifying sites and physical facilities for the vocational training, small enterprises promotion training centers, minimal physical rehabilitation of the buildings, and preparation of training materials and tools and list of equipment.

Inputs

UNDP will provide 5.5 work-months for a small enterprise promotion coordinator, four work-months for a labour-based coordinator, 2.5 work-months for a vocational training coordinator, nine work-months for engineering specialists, two work-months for an equipment specialist; in-country training programmes; expendable and non-expendable equipment; and miscellaneous costs.

Financial data

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Personnel	397 500
Subcontract	122 000
Training	262 500
Equipment	100 000
Miscellaneous	19 500
Total	901 500